

ELA C-TACHs Map

9th – 12th grade



WRITING

C ontent T arget	C-TACH Code	A ssessment C hecklist
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	C-TACH #1: Writing - OVERALL	Writing Scoring Guide Overall Score
	C-TACH #1A: Writing - Ideas	Writing Scoring Guide Ideas Score
	C-TACH #1B: Writing - Conventions	Writing Scoring Guide Conventions Score
	C-TACH #1C: Writing - Organization	Writing Scoring Guide Organization Score
	C-TACH #1D: Writing – Sentence Fluency	Writing Scoring Guide Sentence Fluency Score
	C-TACH #1E: Writing – Word Choice	Writing Scoring Guide Word Choice Score
	C-TACH #1F: Writing – Voice	Writing Scoring Guide Voice Score
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	C-TACH #1G: Writing - Process	Writing Scoring Guide Writing Process Score
<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in flexible and dynamic ways (open to feedback, link to other information)</p> <p>Gather relevant information for multiple print and digital sources; assessing the credibility and accuracy of each source; quote and paraphrase the data and</p>	C-TACH #1H: Writing – Digital Research and Publishing	Writing Scoring Guide Digital Research and Publishing Score
	C-TACH #1I: Writing - Presentation	Writing Scoring Guide Presentation Score

conclusions of others while avoiding plagiarism; use a standard form for citation		
Conduct short and more sustained research projects to answer a question or solve a problem	TBD – See CORE pg. 46, 47 for scoring guide wording	TBD
Draw evidence from literary or informational texts to support analysis, reflection, and research Write arguments to support claims with clear reasons and relevant evidence	<u>Evaluated and Reported through:</u> C-TACH #2D: Reading – Literary Analysis – Evidence/Ideas	<u>Evaluated and Reported through:</u> Literary Analysis Scoring Guide – Evidence/Ideas 6th -7th grade and 8th-9th grade
	<u>Evaluated and Reported through:</u> C-TACH #2E: Reading – Literary Analysis - Analysis	<u>Evaluated and Reported through:</u> Literary Analysis Scoring Guide – Analysis 6th -7th grade and 8th-9th grade
Write routinely over extended time frames and shorter time frames	No formal assessment	Teacher provides at least 8 opportunities per year for short and extended writing tasks.

READING

C ontent T arget	C-TACH Code	A ssessment C hecklist
Read and comprehend complex literature and informational text independently, accurately and for deep understanding (CCSS 10)	C-TACH #2C: Reading- Literary Analysis – Textual Understanding	Literary Analysis Scoring Guide – Textual Understanding, 8-9 grade and 10-12 grade
Cite strong textual evidence to support analysis of explicit and implicit meaning of text (CCSS 1)	C-TACH #2D: Reading – Literary Analysis – Evidence/Ideas	Literary Analysis Scoring Guide – Textual Evidence, 8-9 grade and 10-12 grade
Analyze author’s stylistic choices regarding structure and development of the elements of a story, particularly theme (CCSS 3, 5)	C-TACH #2E: Reading – Literary Analysis – Analysis	Literary Analysis Scoring Guide – Analysis, 8-9 grade and 10-12 grade
	C-TACH #2F: Reading – Literary Analysis – Author’s Craft	Literary Analysis Scoring Guide – Author’s Craft, 8-9 grade and 10-12 grade

Analyze multiple interpretations of a story and of a theme in various texts throughout history (CCSS 9)	NONE	Practiced and formatively assessed, but no summative assessment data collected
Integrate and evaluate multiple sources of information presented in different media and formats in order to address a question or solve a problem (CCSS 7)	NONE	Practiced and formatively assessed, but no summative assessment data collected
Interpret meaning of words and phrases in context and how the use shape meaning and tone (CCSS 4)	NONE	Practiced and formatively assessed, but no summative assessment data collected (Reading Reflection Journals)

LANGUAGE

C ontent T arget	C-TACH Code	A ssessment C hecklist
Demonstrate command of conventions of standard English grammar when speaking and writing	C-TACH 3	Writing Scoring Guide Conventions Score
Demonstrate command of standard capitalization and punctuation	C-TACH 3	Writing Scoring Guide Conventions Score
Spell correctly	C-TACH 3	Writing Scoring Guide Conventions Score
Determine meaning of unknown and multiple meaning words and phrases	C-TACH 3	Writing Scoring Guide Conventions Score
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning	C-TACH 3	Writing Scoring Guide Conventions Score
Acquire and use content specific vocabulary	C-TACH 3	Writing Scoring Guide Conventions Score

SPEAKING AND LISTENING

C ontent T arget	C-TACH Code	A ssessment C hecklist
Engage effectively in a range of collaborative discussions	C-TACH 4	Speaking and listening scoring guide
Analyze the important points of an oral presentation	C-TACH 4	Speaking and listening scoring guide

Evaluate a speaker's point of view, reasoning and style used	C-TACH 4	Speaking and listening scoring guide
Present information, findings and supporting evidence, conveying a clear and distinct perspective	C-TACH 4	Speaking and listening scoring guide
Make strategic use of digital media in oral presentations	C-TACH 4	Speaking and listening scoring guide
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English	C-TACH 4	Speaking and listening scoring guide